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ABSTRACT

This cooperative program has been designed primarily for students in education and the social sciences at the four colleges of the Central Pennsylvania Consortium, to help them understand the problems of the urban environment and to challenge them to help in solving these problems during the course of the program and also in their later life. It will provide a specialized course for each group (educators and social scientists), plus an urban seminar for all students. Education interns may be placed in conventional or experimental schools, or schools for the disadvantaged, while social science students will be interns with the state legislature, planning commissions, welfare agencies, recreation programs, and mental hospitals. Course credit equivalent to a semester on campus will be earned. Each student will be required to read approved background material, participate in the urban seminar and one of the other two specialized courses, and to produce two papers, one an independent study of field research and one a self-analysis of the student's reactions and changes during the program. Each student will be evaluated by the staff of THUS, by his internship supervisor, and by himself, and all evaluations will be sent to his college. Admission will be controlled basically by the individual colleges of the Consortium; the program staff will organize, administer and counsel the students. (MBM)

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THE HARRISBURG URBAN SEMESTER

(THUS)

A Program Proposal of the

Central Pennsylvania Consortium of Colleges

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SP004063

I. INTRODUCTION

*T*he *H*arrisburg *U*rban *S*emester -- *THUS*

The Harrisburg Urban Semester *(THUS)* is a project jointly sponsored by the four colleges making up the Central Pennsylvania Consortium: Dickinson, Franklin and Marshall, Gettysburg, and Wilson. Together, these institutions have a combined enrollment of some 6,000 students and a faculty body numbering approximately 550. The Consortium was initiated to provide for exchange of ideas and information, to strengthen and broaden existing programs, and to effect cooperative programs that could not otherwise be accomplished.

Purpose

THUS is one of those cooperative programs which could not readily be handled by one campus alone but which could become a viable program through sponsorship by all four campuses. It is intended to be not only another "avenue for learning" but a "two-way street" which both helps students understand, at first hand, the problems of the urban environment, and also challenges them to care - to help in the solving the problems they find, both during their stay in Harrisburg and, more importantly, during the rest of their lives.

Progress

A number of planning meetings have been held among faculty and administration at all four colleges. The result has been a genuine and enthusiastic interest in *THUS*.

Harrisburg has been selected as the site of the Program for several reasons. While it shares, along with other cities, today's burden of urban stress, it can also provide unique opportunities for the study of community and state government, local and state welfare activities, and a wide range of elementary and secondary education programs.

Academic Program

Designed primarily for students in education and the social sciences, *THUS* will offer a specialized course to each of these groups plus an "Urban Seminar" for all students. While the former will be oriented to the needs of future educators and social scientists, respectively, the latter will serve as a unifying structure for all.

In addition to these two courses, all students will be required to submit two major papers. The first will be research-oriented, dealing with observations and data appropriate to the student's course of study. The second will require the student to probe his own ideas, reactions, and changes as he lives in and reacts to the urban environment.

The Internship

At the heart of *THUS* will be the internship program which will bring stu-

dents face-to-face with the actual problems of living, working, and interacting within the urban environment.

Under the internship program, education students may be placed in conventional schools, schools for the disadvantaged, or experimental schools. Provision would also be made for students interested in child psychology, counseling, and in the sociological problems of school-community relationships. The leadership in the Harrisburg School District has expressed its enthusiasm for this project and has already given evidence of a number of ways in which it is ready to aid with and cooperate in the program.

In the social science component, student concern for a number of urban problems may be explored and studied in the areas of anthropology, economics, political science, psychology, religion, and sociology. Within this broad program area, students might have internship experiences in a variety of settings such as the state legislature, planning commissions, welfare agencies, recreation programs, mental hospitals, and the like. A number of these agencies have also shown an active interest in *THUS*.

The Urban Environment

Whatever the nature of the student internship - whether in the education or social science component - it is important that the students come to recognize the full range of urban problems and to understand the conditions which have led to their being. The Urban Seminar course, already mentioned, will work towards this goal. In addition, many and perhaps all students in *THUS* will have the chance to establish rapport with the underprivileged of the city, either through residence, service, or both. This aspect of the Program is exciting in and of itself; it will allow the student not only to understand better the situation in which the underprivileged live but may also offer the opportunity for immediate student participation in community change and betterment.

Academic Credit

Course credit equivalent to a semester in residence on the home campus will be earned by each *THUS* student. Each college, however, will grant such credit according to its own policies and procedures.

II. PROGRAM DESCRIPTION

Rationale for the Program

Four major foundational ideas undergird *THUS*. First, it is assumed that one of the major goals of the Central Pennsylvania Consortium colleges is for each student to assume increasing responsibility for his own education. Second is the assumption that a period of discontinuity - a time away from campus - is both a viable and a valuable ingredient in the collegiate learning process. Third is the growing national and institutional awareness of and concern for the problems of the city. The fourth factor combines the isolation of the four CPC campuses from the urban core with the well-recognized benefits associated with on-location field experience.

The goal of the student's accepting increasingly greater responsibility for his own actions and his own education is clearly a part of the Consortium colleges' philosophy. In the opening pages of their bulletins for example, they express the desirability of working toward this goal by recognizing that "education is not a passive process and ultimately every college student must educate himself;" by attempting to provide "an atmosphere of freedom with encouragement to explore and experiment;" by preparing students "to assume creative leadership in whatever walks of life they choose for themselves;" and, in so doing, assuring each student of "maximum opportunities for individualized learning."

A time of discontinuity - a planned break in the regular academic routine - can also be shown to be a highly desirable ingredient in the process of collegiate education. Classic examples would include the collegiate performance of the returning veterans after their "time out for war" in World War II and the "Junior Year Abroad" program in its many manifestations. So valuable would seem to be the educational potential involved in a time of discontinuity that Lewis B. Mayhew, in his latest publication *Colleges Today and Tomorrow*, cites the desirability of a time of discontinuity not as an exception but as a common ingredient in tomorrow's standard collegiate education.

The third rationale for *THUS* is the growing awareness in today's world of the problems of the urban environment, coupled with the realization that the college graduate of today and tomorrow should at the very least, be aware of the existence of such problems if he is to lay any claim at all to the title of "educated man." It is, then, a major purpose of *THUS* to help students understand at first hand the complexity and interrelatedness of urban problems and, it is to be hoped, to challenge the student to care - to help in the solving of the problems which he finds, perhaps during his stay in Harrisburg, but more importantly, during the rest of his life. Here, again, specific quotations could be given from the catalogues of the four colleges but it is undoubtedly sufficient to note that all four are proud of their Christian and church heritage; that their concern is not only with their students' acquisition of knowledge but with the enhancement of their moral and spiritual values. And certain it is that the growing problems of our cities, exhibiting and typifying the problems of the twentieth century

itself, will demand the best in terms of both relevant education and great moral stamina if solutions are to be found and put into effect with any real hope of success.

The fourth rationale for *THUS* is based upon two observations: (1) the four CPC campuses are removed from the central urban core and (2) on-site field work and participant-observer experience are clearly established parts of the collegiate learning experience. It would, then, seem at least reasonable and probably highly desirable for students who need to learn of the city and its problems to spend some concentrated time in the city itself, living and working in the very environment they wish to study. In this way, *THUS* should stand in much the same relation to the on-campus semesters as lectures to laboratories or perhaps as regular classroom work to study in the library. It would be expected that lessons learned while on campus will be put to the test during *THUS*. In turn, data acquired and questions raised while in Harrisburg can be the subject of continued learning, testing, and inquiry when the student returns to campus and once again has on hand all the resources of faculty and library.

The Academic Approach

Each student participating in *THUS* will be required to (a) read certain background materials prior to arriving in Harrisburg, (b) participate in the "urban seminar," (c) participate in another course, one section of which will be directed towards education and the other towards social science, and (d) produce two papers, one, an independent study of field research nature and the other directed towards a self-analysis of the student's own reactions and changes while living within the urban area.

In keeping with the ideas of discontinuity and increasing self-direction on the part of the student, coupled with the very fact that students from four different institutions will be involved in *THUS*, it is not to be expected that the academic thrust and requirements during the semester in Harrisburg will match with precision the on-going campus requirements at any one of the four institutions. *THUS* is not intended, by its very nature, to be keyed directly to the disciplines and departments on campus nor can it be linked tightly and precisely to the definitions, the methodologies, the contents, or the organization of specific disciplines. Instead, *THUS* is to be linked to the developmental needs of students, to the adult roles that the students will shortly be called upon to perform, and to the unfolding panorama of problems in megalopolis.

The student in the Harrisburg Urban Semester program will not, however, be on vacation in any sense of the word. There will be very definite academic and research-oriented activities which will include reading, interviewing, class attendance, observation, interaction, and eventually the production of acceptable papers.

In describing the academic requirements of *THUS* it would be appropriate to think of the total range of learning-living-reacting-academic experiences which the student will undergo during this time. This joining of words is intended to indicate that the student, living within and reacting to the urban environment, will be expected to relate even the seemingly simple acts of learning and living in the city (a very new experience for some students) to the more academic requirements of *THUS*. The student's experiences and time spent within the Program are seen as a totality, including a full range of experiences which, on the college campus, might be thought of as separate entities such as classroom experience, sports, dormitory life, etc. It will be the emphasis of *THUS* to provide a pattern of integrated possibilities for combined learning and living and to expect the student, largely through his own efforts, to take advantage of the richness of opportunity awaiting and surrounding him. Thus, while it probably could not be considered fully correct to think of "academic" experiences as separate from "other" experiences within *THUS*, it is, nevertheless, possible to identify the specific adademic endeavors and requirements. The academic requirements associated with *THUS* have been identified as a series of appropriate readings, two courses, and two major papers. The readings (to be drawn from a bibliography such as the one attached to this report) will be required of all students, whether in the education or social science sections of the Program. It will be expected that certain books will have been read and digested by students prior to their arrival in Harrisburg and it is also expected that the director of *THUS* will take appropriate action if students do not show a sufficient knowledge of background reading when they arrive. Others of the readings will be recommended in relation to certain areas of coursework while others may relate more specifically to individual students and their specific research plans.

The first of the two courses will be entitled either "The Urban Seminar" or "The City" and will be for students in both education and the social sciences. This course will feature the presentation of a number of city and state leaders or experts in various phases of "urbanology." Their offerings would be coordinated by the staff of *THUS* in such a way as to expose the students, in a planned and logical sequence, to the broad range of problems impinging upon the city.

The second course offering will be either in education or the social sciences. While the "Urban Seminar" will feature a series of outside speakers, the two areas within this second course will be taught by a regular faculty member, either from the staff of *THUS* or from the Consortium colleges. The education course would concentrate on particular problems of urban education and special methods in teaching while the social science course would attempt to relate the various disciplines within this field to the urban environment.

The two major papers required for *THUS* will each have quite different goals. One will be a research-oriented independent study, presumably connected with the student's internship responsibilities. In keeping with the ideas of discontinuity and the student's responsibility for his own education, it is assumed that the research orientation of this paper will be directed toward the field rather than toward the library. Library work will not be discouraged, of course, but the basic thrust for this paper will be field research (observing, interviewing, interacting with the other individuals in the students' internship projects). While the quality of

these papers should be as high as "on-campus," library-oriented reports, it is not expected that they will necessarily be of the same style or will use the same approach. Nor can it reasonably be expected (however fervently it might be hoped) that the outcomes of these student research projects will be of world-shaking influence on the development of urban culture or toward the solving of the urban crisis. The main value in these research papers will be on behalf of the students themselves in terms of their own development as they attempt to put together a viable piece of field research. Obviously, Harrisburg is not far from any one of the Consortium campuses and from several other centers of learning. It would thus be entirely possible for a student to visit his own or another campus in order to do a more adequate piece of research. It is not foreseen, however, that this will be encouraged as a general pattern for all students. Rather, it is to be expected that each student will work out his research project in his own fashion, typically depending upon on-the-job resources, his own capabilities, and prior consultation with his advisor.

The types of projects which could be undertaken in this research phase of *THUS* are, to all intents and purposes, practically limitless. A student interning in a mental hospital might concentrate upon very careful observation of certain patients and might then attempt to relate any noted changes in behavior to variables within the patients' environments. A student teacher intern might attempt to institute two or more instructional methodologies within the classroom experience and then attempt to determine which one was the more or most effective. The student employed by a vehicular traffic regulatory agency of the state might use the data available to him in attempting to forecast sites of future overcongestion.

Clearly, studies such as these may lack elegance of design and may not possess a high degree of statistical validity. However, as a learning instrument on the part of the student, their value could be great. This could be expecially true when, as planned, student papers are both graded by the director of *THUS* and are also passed on to the student's advisor on his own campus. The follow-through available in a student-advisor conference upon the student's return to campus would be an important and potentially very valuable factor.

The second of the two papers required of each student will have, as its basic thrust, a personal self-evaluation. This will begin with each student's observation, recording, and record-keeping in his own personal diary. Under the gentle urgings of the director of *THUS*, this paper would be an important vehicle for self-examination and evaluation. The student would have a chance, since this effort would be to some extent longitudinal, to examine changes in his own reaction to his environment, to his internship experience, to his thoughts about the city, and to those around him. Each student would be expected to comment upon any noticeable changes in attitude experienced as a result of *THUS* and would also be required to evaluate his capabilities as an intern in the position which he occupied for the semester.

Evaluation of Student Performance

Evaluation of students during their time in *THUS* would stem from three sources: the staff of *THUS*, the students' internship supervisor, and the student himself.

It would be the job of the staff of *THUS* to evaluate and counsel - both on an on-going and a final grade basis - each student's performance within his courses and on his two major papers. In this connection it would be expected that several faculty-student conferences would be held throughout the semester. Secondly, each student's internship performance would be evaluated by his internship supervisor and such evaluations of student performances in internship positions will become another part of the total record of the student's performance during *THUS*. The director of *THUS* will also be responsible for seeing that supervisor evaluations are made and that they become a part of the student's record. Naturally, in so doing, he will be in a position to discuss with students any lapse of performance on their part. Finally, through his self-evaluation paper, each student will be expected to evaluate his own performance during *THUS*. This paper, as well, will become part of the permanent record of the student's experience during the semester. All evaluations from all three sources will be sent directly by the director to the appropriate advisor or counselor on the student's own campus.

Control and Admissions Policy

Admission to *THUS* will be controlled basically by each individual college within the Consortium. First there will be the factor of self-selection on the part of the students interested. Students who do not feel that they can afford the time or who are not particularly interested in the urban scene can simply elect not to apply for *THUS*. This, of course, has both negative and positive values - negative from the standpoint that perhaps the very students who might profit most from exposure to the urban setting will not have this experience, and positive from the standpoint that those students who are totally uninterested in the program will not apply. At any rate, from the standpoint of on-campus control, it will be the interested student who applies. Nor will the contemplated application process be achievable merely through whim. As can be seen from the proposed application (attached), a considerable input will be required from each student.

In addition to self-selection on the part of the student, there is also the full power of curricular/academic control exercised by the faculty on each of the four Consortium campuses. *THUS*, like any other program proposed within the individual college, may be subjected to all appropriate requirements such as curriculum committee study and approval. In like manner, each student's advisor would be in a position to either encourage or discourage the individual student's proposed application and perhaps eventual attendance at *THUS*. In addition, each advisor (or college) will be able to require appropriate coursework on the student's part prior to his enrollment in *THUS*.

Academic Credit

The academic credit earned by each *THUS* student will be considered as equivalent to a full semester's credit on his home campus. Each college, however, will be able to assign credit as it sees fit. Some, for example, may wish to consider specific course equivalencies or substitutions while others may wish to consider the *THUS* semester as substituting *in toto* for one on-campus semester. In any case, the credits earned in *THUS* will be considered as on-campus residence credit rather than transfer credit.

Responsibilities of *THUS* Staff

The *THUS* director will be expected to perform in four major areas - organization, administration, academic involvement, and counseling. In so doing he will have the aid of another staff member who will function as faculty member and assistant director. The basic responsibility of the director will be the organization and administration of *THUS*. As an organizer he will be responsible for creating and maintaining student internship positions, acting as liaison officer between the campuses and the people in the city of Harrisburg. He will also be expected to seek out new internship possibilities as needs and opportunities arise.

The director and assistant director/faculty member will be called upon to handle many tasks concerning students, internship supervisor-student problems, and eventually, the evaluation of student performances during *THUS*. In addition, they will have the duty of organizing and supervising the weekly urban seminar, determining which sessions of this course would be appropriate to be taught by various people within Harrisburg. In this connection, the staff, and especially the director, would be expected to become familiar with and to schedule the appearances of a number of people of importance and prominence within the city of Harrisburg who would act both as lecturers during certain of the Urban Seminar meetings and also as additional resource people to whom students might turn when seeking specific information.

It is also expected that the director would use his own imagination in mounting and scheduling special programs, events, field trips, etc. for the total *THUS* student body. Such events would be extra-curricular in terms of credit and grades but might eventually become part of the Urban Seminar, according to their appropriateness to the total program.

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THE HARRISBURG URBAN SEMESTER PROGRAM

(THUS)

Student Application Form
1970-71

Date_____

Name_____ Parents or Guardians_____

College_____ Home Address_____

College Address_____ Home Phone_____

For which semester are you applying? (Indicate any preference by using "1" for first choice and "2" for second choice.)

_____Fall Semester _____Spring Semester

Class in College_____ Major(s)_____

Career Plans_____ Faculty Advisor_____

Attachments Please attach a transcript of your college record to date, and two references. Please inform us of any special health problems.

Plan for your Harrisburg Urban Semester. Please file a copy of your plan with the liaison person at your college

Proposed Internship	Title of College Course to which credit will be assigned.	Who will supervise and grade
_____	_____	Director, *THUS*
_____	_____	
_____	Am't Credit _____	
City Seminar	_____	Director, *THUS*
	Am't Credit _____	

Related Courses, projects, Studies

_____	_____	_____
	Am't Credit _____	
_____	_____	_____
	Am't Credit _____	

Student's Signature_____ Liaison Person_____

WHAT ARE YOUR REASONS FOR WANTING TO STUDY AND WORK IN HARRISBURG?

WHAT ACADEMIC EXPERIENCES HAVE YOU HAD THAT HELP QUALIFY YOU TO STUDY IN *THUS*?

WHAT WORK EXPERIENCES HAVE YOU HAD THAT HELP QUALIFY YOU TO FILL AN INTERNSHIP POSITION IN *THUS*?

DESCRIBE WHAT KIND OF PERSON YOU THINK YOU ARE. WHAT KINDS OF THINGS DO YOU DO MOST SUCCESSFULLY, AND WHAT KINDS OF THINGS LEAST SUCCESSFULLY?

WHAT DO YOU CONSIDER TO BE THE MAJOR PROBLEMS OF PEOPLE LIVING IN CITIES? WHAT DO YOU INTEND TO DO ABOUT SUCH PROBLEMS?

WHAT CAREER PLANS DO YOU HAVE? WHAT EFFECT DO YOU EXPECT HARRISBURG TO HAVE ON YOUR CAREER PLANS?

WHAT EXPERIENCES HAVE YOU HAD IN ENABLING OTHER PEOPLE OR ORGANIZATIONS TO BECOME MORE RESPONSIVE TO HUMAN NEEDS?

LETTER OF REFERENCE

Dear Colleague:

Will you kindly help us assess the qualities of the student named _____ who is applying to The Harrisburg Urban Semester *(THUS)* for a semester of internship and study. Please comment on the flexibility, resourcefulness, responsibility and independence of the student. What kinds of things does the student do most successfully and least successfully?

Kindly return this letter of reference to the *THUS* liaison person on your campus.

Thank you very much for your help.

Sincerely yours,

The Director, *THUS*

Signature _____

Department _____

College _____

Date _____